Flipping Faculty Mix It Up

By Gail Rathbun, CELT

A group of faculty interested in enhancing student learning by “flipping” the classroom has met three times since CELT’s Fall conference “Flipped, Blended, and Stirred: Mixing it up with learner-centered teaching strategies” took place on August 16th. The group identified the following topics and activities that it wanted to explore:

• create flipped lesson plans and try them out on the group
• invite guest speakers to demonstrate methods to the group
• discuss issues and challenges with flipping; try to troubleshoot each other’s problems
• use the group like a seminar; assigning readings to each person and reporting back to the group
• prepare presentations to make to campus
• learn to how to assess learning in the flipped classroom, how to de-brief after flipped lessons, and how to get students to do the reading/view/listen prior to coming to class
• visit each other’s classes to observe; use a formative peer review process
• become the leaders of the “flip” movement on campus, create buzz about it

Getting students to prepare for class ahead of time is important to making the flip work, and it is also a big challenge. At one of the monthly meetings, Linda Wright-Bower, MUS, presented her strategy for getting students to read prior to coming to class.

Wright-Bower has recently refined her technique for getting the students to read for her U410 music therapy class, a general education course. She gives her students a Reading Research Reflection and Connection Journal Worksheet to complete with every reading assignment. On it the students are to identify 3 significant topics in the reading and answer, on the sheet, the same four questions about each topic:

• What is it?
• What is it about it that makes you curious?
• Relationship to self
• Relationship to course (class, projects & future)

They must also identify a visual that helped them learn and explain how. They write a short conclusion as well. Students must bring their completed worksheets to class and Wright-Bower looks around to make sure these are completed. These are the “tickets” to class. If a student does not have a “ticket,” the student must write up the assignment in prose to hand in later. The students then begin to work in

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FACET Leadership Institute

By Becky Jensen, Nursing

The use of High-Impact Educational Practices (HIEPs) is being evaluated on all Indiana University campuses as part of the 2012 – 2014 FACET Leadership Institute. Five faculty members at IPFW were nominated and selected for participation in the Leadership Institute. The IPFW task force is comprised of faculty from a variety of colleges: Jeff Casazza, THTR; Cigdem Gurgur, MGMK; Becky Jensen, NUR; Irwin Mallin, COM; and Terri Swim, EDUC.

The focus of the institute is on creating a university-wide project related to HIEPs, which include a variety of techniques meant to engage students and result in deeper learning of course content. Some examples include: collaborative work, experiential learning, service learning, study abroad, first-year experiences learning communities, and undergraduate research. Engaging students in their learning through participation in at least two HIEPs has been correlated with increased student retention. (For more on this topic, see Jillian Kinzie’s handout from the 2012 Fort Wayne Teaching conference keynote.)

Steve Sarratore, Interim Vice Chancellor of Academic Affairs, shared with the task force that despite increasing use of HIEPs at IPFW, the student retention rate has varied little in the past 10 years. He fears that students who would

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Exploring Pathways to Scholarly, Evidenced-Based Teaching and Learning

By Gail Rathbun, CELT

Scholarly, or “evidence-based,” teaching is a way of designing and teaching a course that depends on identifying learning objectives and systematically collecting evidence of how and whether students achieve those objectives. The scholarly teacher then uses this data to intentionally and strategically improve the design of future iterations of the course.

The Committee for the Advancement of Scholarly Teaching and Learning Excellence (CASTLE) is entering its fifth year. Originally part of the affiliates program organized by the Carnegie Academy for the Scholarship of Teaching and Learning and called the CASTL committee, CASTLE has broadened its focus to include support for all levels and types of scholarly approaches to teaching, including peer-reviewed scholarship of teaching and learning (SoTL). Here are some examples of that support.

CASTLE member Denise Jordan, NUR, is the facilitator of the SoTL listserv. In this quarterly email newsletter, Jordan provides information about teaching conferences, calls for proposals, publishing opportunities, how to contact the SoTL Fellow, and news of colleagues who have recently presented or published about teaching in higher education. The listserv is set up so that discussion among subscribers can take place as well. (To subscribe, contact the CELT Secretary at stephens@ipfw.edu, or x16354.)

In April CASTLE conducted an “iPad Study Institute,” modeled on CELT’s Summer Instructional Development grant institute. Four faculty planning to teach Fall 2012 courses in which students were to be provided iPads met CASTLE volunteers to define the learning outcomes they sought, develop activities for achieving those objectives, and devise assessments that would provide evidence of students’ attaining the desired learning goals. The final component planned for the institute was participation from IPFW’s IRB representative, Dr. Joon Kim, PPOL, another member of CASTLE, and Helmke Librarian Florence Mbuba are working on compiling a list of journals about teaching in higher education that will include information that assists the prospective author in evaluating a journal’s impact, audience, rejection rates, and other factors relevant to its reputation.

CASTLE works to achieve broader dissemination of this scholarly work around teaching. CASTLE is considering formats for the showcase that will allow the greatest number of presentations to be made, for example, using a format such as 5-minute illustrated PowerPoint talks. CASTLE is also developing a visual “map” of activities, opportunities, and support for the full spectrum of scholarly teaching at IPFW to be published on the CELT web site. The last project is compiling and publishing a list of faculty accomplishments relevant to scholarly teaching and research on teaching. The list would include presentations at teaching conferences, case studies and reports, as well as publications. Again the goal is to increase IPFW faculty’s awareness of colleagues’ scholarly activities around teaching.

SoTL Fellow and CASTLE member Yvonne Zubovic, MATH, is completing her final semester as Fellow, passing the baton to Michelle Drouin, PSY, in Spring 2013. The SoTL Fellow helps you move from scholarly teaching to the scholarship of teaching and learning. The SoTL Fellow can help you formulate researchable questions about your teaching, assist you with literature reviews, help you design your research, and assist with analyzing data.

For more information about CASTLE, to request an institute or a presentation on topics related to scholarly teaching, please contact committee chair Gail Rathbun, CELT Director, or visit CELT’s SoTL web page.

FACET Leadership Institute... cont. from p. 1

benefit from these important experiences are being unintentionally excluded from participation in HIEPs in some fashion. The task force hopes to work with constituents on campus to develop faculty expertise in the use of HIEPs, such that most students are enrolled in courses that incorporate HIEPs. Within and beyond the First-Year Experience and Learning Communities, courses within degree programs need to use HIEPs to continue to engage and retain students at IPFW. This, faculty within degree programs will be sought to be trainers in the use of HIEPs for other faculty.

The university-wide project continues to be developed as the task force investigates at what point students fail to return to the university, what kind of HIEPs are currently being used, and where improvements can be made. There will most likely be a survey distributed to faculty to uncover existing use of HIEPs. A faculty forum on retention will be held November 27 at 3:30 pm in Walb G21/21A. How HIEPs can help retain students may be part of the discussion at that forum.

New Kiosk is Next Step for Scantron

Rachel Ramsey (left) is the first faculty member to utilize our new kiosk in the CELT office. The kiosk gives our clients access to the online version of our Scantron Work Request Form, and is the final step in phasing out the less “green” paper version.

The form is used for scheduling both as-soon-as-possible and while-you-wait appointments to have your Scantron forms processed. Have you scheduled your appointments to get your finals graded? This form makes scheduling simple. Try it today!

http://ipfw.edu/offices/celt/teaching-with-technology/scantron-work-request-form.html

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groups, Wright-Bower hands out a Group Journal to each group to guide class discussion. Each group chooses a facilitator and recorder. The Group Journal calls for the recorder to write the title of the assigned reading, the team members present, and the team members absent. Then the group must decide from among the topics noted in the members’ individual journals which seven are significant. Each group ranks the topics. The group must then discuss reasons for its ranking of the top three topics. Wright-Bower says the depth of discussion is impressive.

Then the discussion moves on to how this information informs their health and wellness and/or to discussing personal connections with the topics. For example, how could this information be utilized by the group members? Students discuss connections of their selected topics to the class, the course, and to the course projects/experiences. A similar structure is used for considering the graphics students identified as useful to learning.

In previous versions of the reading journal activity students did not discuss what they had learned from each other. Wright-Bower collects the group journals and reads them before the next class. She puts stars by things in the journal that she thinks are excellent. Next time they “flip” she has one person from each team read a starred item to the class.

In another meeting, Bob Kostrubanic, CS, described his re-design of two upper level Information Systems courses based on the flipped classroom model. Kostrubanic has been studying the flipped classroom for over a year, and cited the work of Eric Mazur, Ramsay Musallam, Lorena Barba, Alan November, and Barbara Millin as influences on his decision to embark on a complete re-working of his courses. Another influence on his decision was his growing realization that content presentation was taking up more and more class time, greatly reducing time devoted to problem-solving and discussion, core objectives of his project management and strategic IT courses. At the same time, Kostrubanic was spending all of his free time giving feedback on written assignments. In short, Kostrubanic’s courses had grown very dependent on the teacher, when they should have been giving students more of a “starring role.”

Over the summer Kostrubanic created recorded lectures in PowerPoint using his laptop and Tegrity software licensed to IPFW. Each lecture was 40 minutes or less, a time limit that obliged Kostrubanic to focus and prioritize, improving the content greatly, he adds. He also designed weekly online quizzes for the students to take after completing the readings and lectures. With lectures and quizzes available in Blackboard, Kostrubanic asks students to read, watch his lectures, and then take the quizzes until they achieve a grade of at least 80% prior to coming to class. The first attempt achieving eighty or above is the grade that the student will receive, an incentive to understand the material before taking the quiz. Back in the classroom, Kostrubanic asks a few quick questions, calling on a few people by name, to ascertain students’ understanding of the assigned pre-class readings. These students will receive participation points; in the next class others will have a chance at the points. Before class Kostrubanic also previews the results of students’ quizzes to find out if there any knowledge gaps that he should address. Then the class will work in teams on problems or cases, presenting and critiquing their recommendations.

In his re-designed courses Kostrubanic is now what he has always wanted to be, a coach rather than a lecturer. He reports improved relationships with students. There is now much more discussion in the classroom, solving, and challenge each other. And his spouse likes seeing him again on weekends. The “flip group” will next meet at 10 am on November 20 in ET 206 to determine a format for continuing next semester. Anyone is welcome to attend.

Teaching at a Distance

By Becky Jensen, Nursing

Enrollment in online courses at IPFW continues to grow by 1-2 percent every semester in contrast to the dip in credit hours for face-to-face classes. Online delivery now accounts for nearly 15 percent of the total credit hours taken by IPFW students. The Department of Nursing has begun to offer online a Master of Science degree, with an online Bachelor of Science degree in Information Technology soon to follow. Given this steady demand for online education and its role in getting students to graduation, it seems more important than ever to assure that students receive quality learning experiences as good as or better than those offered by face-to-face or hybrid formats.

During the Fall 2012 semester, CELT is piloting a 3-part series of workshops called Teaching Online. The first in the series, about planning and organizing an online course, was given on October 3. The second session, about facilitating online discussion, took place on October 24, and the third workshop, covering online assessment, concluded the series on November 7. Ludwika Goodson is the facilitator for all three sessions, with the help of Adam Dircksen, COM; Ben Gates, HIST; and Ramesh Narang, MCETI; in sessions 1 – 3, respectively. (The three are Quality Matters™ certified online course design reviewers.) By attending all of the sessions and providing evidence of how they have used the content in their courses, participants will earn a CELT Certificate of Completion.

Several examples of courses were displayed in the first session. The facilitators also discussed various ways to set up the course within Blackboard to help students maneuver within the online environment. Session participants were offered time for questions as the presentation unfolded. I would highly recommend this series, if it were offered again. The demand for online courses will continue to be high, as colleges and universities vie for a limited pool of students. Faculty use of evidence-based techniques when administering distance courses will help engage students, which is important for retaining them in the university.

CELT plans to run the series again in the Spring. It will be scheduled twice, on different times and days of the week. Faculty are welcome to attend any of or all of the workshops.
Upcoming CELT Events

Save these dates!

January 10, 2013
COAS Symposium on Teaching
and Learning: Seven Practices of
Excellent Teachers
Watch for online registration for the
keynote by Dr. William Buskist

February 22, 2013
Fort Wayne Teaching Conference in
Walb Union
Presentation proposals due on
December 7, 2012
Go to the conference web site for details
and to submit a proposal

March 22, 2013
Celebration of Scholarly Teaching
Walb Union

Please visit our Workshops page at
http://ipfw.edu/celt
for workshop descriptions, to register, or
to view the most up-to-date list of events.
Registration is required for all events.

FACET Corner

By Yvonne Zubovic, FACET Liaison

The Indiana University Faculty
Colloquium on Excellence in Teaching
(FACET) has had a busy summer. We
have already facilitated two lunch meetings
for second and third year faculty. This
lunch series gives faculty an opportunity to
come together and discuss issues related to
teaching. The discussion at our September
meeting focused on the questions: How
do we set realistic expectations for our
students when jobs, families, and social
lives compete with their studies? What
are the implications for our classrooms?
At our October gathering we shared our
ideas, challenges, and success stories on
incorporating active learning into the
class: planning it, doing it, and evaluating
it. The next lunch is scheduled for Friday,
November 16, 2012 in SB 176. Watch
your email for more details and registration
information!

The FACET Associate Faculty and
Continuing Lecturer Conference took
place November 9 and 10 at the Sheraton
Indianapolis City Centre Hotel in downtown
Indianapolis. This year’s theme was “Back
to the Future.” The conference offered two
interchangeable, self-selecting
programming tracks based on our theme.
Track One: Back to the Basics focused
on issues relating to the core of teaching
and learning – student motivation,
classroom participation, syllabus construction,
and relevant lessons from the past. Track
Two: Looking Forward focused on issues relating to the changing nature
of academe – evolving classroom
environment, technology related teaching
and learning issues, and e-books. Fifteen
faculty members from IPFW attended:

Andrea Bales, HSRV; Zhuming Bi,
ENGR; Jim Campbell, PPOL; Sheila
Cuffy, COM; Flaim Cupp, MGCT;
Johnathan Decker, PHIL; Karol
Dehr, ENGL; Julie Feightner, BIOL;
Abigail Larrison, SOC; Cynthia
Lloyd, ACFN; Brigitte Martin, ILCS;
Sue Minke, ACFN; Joy Musser, CSD;
Kim O’Connor, OLS; and Laura
Rodriguez-Duran, ILCS.